



# California Commission on Teacher Credentialing Newsletter

Volume 13, Number 2

Winter 2001

## Meeting the Need for Qualified New Teachers

BY KERRY MAZZONI  
SECRETARY FOR EDUCATION

The power of the state's new teacher recruitment efforts lies in their flexibility and multi-pronged, "menu" approach to addressing a variety of school district needs.

With a need for up to 30,000 new teachers a year for the next decade, California is embarking on the most ambitious teacher recruitment program ever. Governor Gray Davis and the Legislature have taken extraordinary steps to ensure that all of these new teachers are fully qualified and that adequate numbers are committed to teaching in the low performing schools where they are needed most.

State budgets during Governor Davis' first two years in office have provided record levels of funding for schools, enough to provide average salary increases averaging 14 percent and to increase minimum beginning teacher salaries from an average of \$28,000 to \$34,000. The state's first tax credit for teachers — ranging from \$250 to \$1,500 — also sends a powerful message of support to the teaching profession.

Salary increases alone won't solve the problem, however. The state's effort to recruit and retain teachers is and must continue to be a multifaceted approach. While not every school district faces a recruitment crisis, different regions, as well as different districts within those regions, face varied obstacles to attracting and hiring qualified teachers. At one school district, prospective teachers may balk at high area housing costs. At another, housing might be affordable but salaries not competitive with districts nearby. The power of the state's new teacher recruitment efforts lies in their flexibility and multi-pronged, "menu" approach to addressing a variety of school district needs.



*Kerry Mazzoni, Secretary for Education*

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# Message From the Chairman, Alan Bersin



As we prepare to bid respectful farewell to Commissioners Torrie Norton, Jane Veneman, Melodie Blowers, Scott Harvey, Doris Miner and Nancy Zarenda, I am reminded of a saying that says you never really leave a place you love. Instead you go away, taking a part of it along with you, while a part of you remains. The

sense that this is true should comfort us, and all Californians dedicated to public education. As we say goodbye, we honor their collegial method of work so ably and gracefully led by Chairperson Norton. At the same time, we commit ourselves to carrying their work forward in pursuit of improved student achievement for all of our children across the state.

California is making great strides to increase the academic success of its students. Governor Gray Davis has put forth a multi-faceted approach to high achievement for all students through ensuring improved instruction in literacy and mathematics, implementing

first rate academic content standards, introducing a system of school accountability and an incentive system to reward superior performance.

The California Commission On Teacher Credentialing increasingly finds itself at the center of these changes in our approach to public education. The Commission and its consummately professional staff, must use the momentum the Governor has created and continue to address the urgent need for preparing, recruiting, hiring, training and retaining sufficient numbers of quality teachers and

administrators at our schools. These are enormous challenges but ones that the Commission, through its staff, is poised effectively to meet.

I am honored and humbled that I was elected by my colleagues to chair the Commission over the next year. Newly elected Vice Chairperson Lawrence Madkins and I are both deeply grateful for this vote of confidence and pledge our full energies to support the Commission, its staff and our fel-

low Commissioners in the work before us. I take this opportunity, finally, to wish each of you a new year filled with health and professional and personal satisfaction.

**Newly elected Vice Chairperson Lawrence Madkins and I are both deeply grateful for this vote of confidence and pledge our full energies to support the Commission, its staff and our fellow Commissioners in the work before us.**

## Spring Credential Workshops

The Certification, Assignment and Waivers Division offers annual Spring Credential Workshops throughout the state for credential analysts from public school districts, county offices of education and institutions of higher education. These workshops are aimed at sharing information about recent changes to statutes, regulations and procedures that affect credential requirements and applications.

For the first time the 2001 Spring Credential Workshops will be offered via video conferencing. The CAW Division has arranged with four county offices of education to serve as "live" sites and is currently working with other counties to connect to these sites. The workshops will be offered at the following video conferencing centers:

**Monday, March 26, 2001**—Yolo Co. Office of Education

**Tuesday, March 27, 2001**—Santa Clara Co. Office of Education

**Friday, March 30, 2001**—Fresno Co. Office of Education

**Tuesday, April 3, 2001**—San Diego Co. Office of Education

There will be limited seating at each of the "live" centers with additional seating at county office locations connected to these centers.

There will be a workshop offered at the Los Angeles County Office of Education on April 2, 2001 that will not be available for video conferencing.

A Coded Correspondence with more detailed information will be mailed to interested parties and posted on the Commission's Web site in late January.

# Message from the Executive Director, Sam W. Swofford, Ed.D.



The Commission has made an auspicious beginning to the New Year with the election of Chairman, Mr. Alan Bersin, and Vice Chairman, Mr. Lawrence Madkins.

Chairman Bersin's position as Superintendent of Public Education for San Diego schools and his experience as the United States Attorney for the Southern District of California for nearly five years demonstrate his strong leadership capabilities and will certainly advance the important work of the Commission.

Vice Chairman Madkins brings the perspective of a veteran school teacher to help guide the deliberations of the Commission as an eighth-grade humanities teacher at Bernardo Heights Middle School in Poway Unified School District. His military leadership responsibilities as a Second Lieutenant in the United States Army Medical Services Corps, coupled with his excellent understanding of educational issues will serve him and the Commission extremely well. I am confident that his experiences will contribute to his successes as Vice Chairman.

As Chairman Bersin stated, the Commission is consistently working to increase the academic success of California's schoolchildren. In order to make this possible, it is necessary to recruit, prepare and retain teachers for our public schools. It is one of the Commission's objectives to continue to work closely with other educa-

tion and government organizations to ensure that students are given a quality education by being provided with qualified teachers and administrators.

Two recent legislative bills have helped to further the Commission's progress toward improving California schools. AB 877 is a bill that was signed by the Governor in September and makes obtaining a credential in California easier for out-of-state teachers. This new legislation will ease the burden on incoming credentialed teachers.

AB 1666 was also signed by the Governor in September and provides incentives to attract those interested in obtaining teaching credentials. It offers incentives such as signing bonuses, accelerated credentialing processes, loan forgiveness and other motivators to draw qualified individuals into the classroom. You can read about AB

1666 in this issue of the Commission's newsletter under "Meeting the Need for Qualified New Teachers" by newly appointed Secretary for Education, Kerry Mazzoni. We are honored that Secretary Mazzoni graciously agreed to share this information with us. We look forward to her tenure as California's new educational policy leader.

The California Commission On Teacher Credentialing is continually working to make California schools better than the best. With this new legislation and with the ongoing efforts of those devoted to furthering the education of our schoolchildren, we enter this New Year with great enthusiasm and look forward to the accomplishments and challenges it will bring.

**It is one of the Commission's objectives to continue to work closely with other education and government organizations to ensure that students are given a quality education by being provided with qualified teachers and administrators.**

# A Letter From Past Chairperson, Torrie L. Norton



As the new year begins, I know that many of us are reflecting on the events and activities of the past year. In addition to my own rounds of holiday shopping, holiday card sending, and new years activities, I write to all the friends and colleagues of the California Commission on Teacher

Credentialing to express my deepest appreciation for your many contributions to the work of the Commission and, through the Commission, to all the school children in California. For your efforts, combined with those of the dedicated and talented leaders and staff of the Commission, and under the leadership of all Commissioners, are gifts freely given so that our goals for the public schools of this state might be achieved. As I leave the Commission after eight years of service including two as Vice-Chair and two years as Chair, I marvel at the kind of service so many people around the state have given to our work here at the Commission.

A full accounting of all the accomplishments of the Commission over these past years would take up the entire Commission Newsletter. Among them, though, there are several major achievements that warrant special mention. The work the Commission has done and continues to do, in collaboration with our colleagues in the State Department of Education and with so many school districts around the state, in the area of support for new teachers is a stellar example of cost-effective, collaborative innovation in education. The Beginning Teacher Support and Assessment Program (BTSA) is an example of what a handful of visionary public policy makers can achieve. BTSA is the nation's largest and best new teacher support program. We have achieved a goal many thought impossible and we have done so in the face of the greatest teacher shortage this state has ever seen. Generations of teachers and, more importantly, generations of students will have their lives changed by this program.

**I write to all the friends and colleagues of the California Commission on Teacher Credentialing to express my deepest appreciation for your many contributions to the work of the Commission and, through the Commission, to all the school children in California.**

The Commission has worked consistently over the past years to attend to the challenges of the steep rise in the demand for teachers. No idea has been dismissed out of hand and the Commission has worked with the Governor and the Legislature to remove outmoded barriers, streamline our application process, and to provide real financial support for innovative programs that prepare teachers from all walks of life and in every corner of our state. The Commission operates grant programs for emergency permit teachers, internship programs for both school districts and postsecondary education institutions, paraprofessional educator programs that total over \$40 million dollars.

At the same time that the Commission has worked to increase the supply of teachers and to keep those teachers we prepare and license, the Commission has also taken seriously its mandate to keep the profession free from those who cannot be trusted with our children. California has long led the nation in matters of teacher discipline and we have continued that vigilance over the years with needed changes in our laws and continued support for the work we do in ensuring that all our children remain safe in school.

The Commission is also committed to high and rigorous standards for all educators. Our standards are under constant review and the Commission periodically engages in major analyses of its program standards to ensure that what educators know and are able to do is aligned with student outcomes, best practice, and appropriate and replicable research findings. This is an on-going challenge for the Commission and is one of our core activities.

Since the Commission is the largest single educator testing agency in the United States, giving more than 150,000 examinations a year, the Commission is also committed to the highest standards of testing. The Commission has an approved plan to review all of its examinations in a timely manner that meets or exceeds the standards of the profession.

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# Commissioners Bersin and Madkins Elected to Lead in 2001



**Alan D. Bersin**

Alan D. Bersin, San Diego City Unified School District Superintendent, was elected Chair of the California Commission on Teacher Credentialing on December 7, 2000. The Commission also elected Lawrence Madkins, an eighth grade humanities teacher from Poway Unified School District as Vice-Chair.

Mr. Bersin said, "It's an honor to be part of the effort to make sure teachers are prepared to assist all of our students to meet rigorous state standards." Mr. Bersin had been appointed by Governor Davis to represent school administrators on the Commission. He brings a wealth of experience in education and other fields to the Commission. Under Mr. Bersin's leadership, the district has focused on improving literacy skills among all students at every grade level and redirected \$20 million from administration to the classroom. Mr. Bersin also has emphasized school-based professional development for teachers, increased instructional time for struggling students and added more books for classrooms and libraries. Mr. Bersin served as the United States Attorney for



**Lawrence H. Madkins Jr**

the Southern District of California for nearly five years before serving as superintendent.

Commissioner Bersin earned a degree in government from Harvard University, attended Oxford University as a Rhodes Scholar and earned his law degree from the Yale Law School.

Lawrence H. Madkins Jr. is an eighth-grade humanities teacher at Bernardo Heights Middle School in the Poway Unified School District. He was selected by Governor Davis to represent teachers on the Commission. Vice-Chair Madkins earned a degree in agricultural education from Prairie View A&M University (a member of the Texas A&M University System) and completed the teacher education program. After a serving in the United States Army Medical Service Corps he completed graduate studies in curriculum and instruction at Incarnate Word University in 1975. Mr. Madkins holds a social science teaching credential from San Diego State University.

# Pre-Internship Teaching Program Reports Success to Legislature

Not only has the Pre-intern Program met expectations to support thousands of individuals serving in California's classrooms prior to admission to a full intern program, it has served to develop a powerful initial training model emphasizing subject matter content integrated with pedagogical knowledge. Authorized in 1997 by Assembly Bill 351 (Scott), the Pre-intern Program has provided a pivotal link in providing teachers with skills critical to California's educational reforms. The goals of the Pre-intern Program are clear: improve the classroom effectiveness and retention of participants by providing subject matter training, introductory pedagogy, and coaching from an experienced teacher. Participants in the Pre-intern Program receive extensive support toward demonstrating subject matter competence by passing a California-approved subject matter examination or by completing an approved subject matter preparation program – the critical gateway to acceptance into a full teaching intern program. This fall the Commission authorized the Executive Director to provide a report to the Legislature on the progress of the statewide Pre-intern Program. The success of the program is clearly outlined in the report. Highlights of the report follow.

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## Demographic Data

The report shows that 59% of pre-interns are from ethnic groups underrepresented in the teaching profession. While most pre-interns are female (61%), the percentage of males (32%) is significantly higher than the general teacher population which is reported at 29%. Fifty-four percent of pre-interns are over 30 years of age, which suggests that maturity and experience are attributes of the participants. All pre-interns hold a baccalaureate degree, while 69% have completed college course work beyond a baccalaureate degree, and 14% hold master's or doctoral degrees. When surveyed about why they entered the teaching profession, the majority of pre-interns indicated that they valued education and enjoyed working with children.

## Passing Rates and Retention

Pre-interns have two years to pass their subject matter examinations. First year results indicate that the passage

rate for programs statewide was nearly 60%, and this percentage will most likely increase during second year participation. The competence related to success with subject matter helps pre-interns confirm teaching is what they want to do. Nearly 90% of the pre-interns are retained in their districts for a second year.

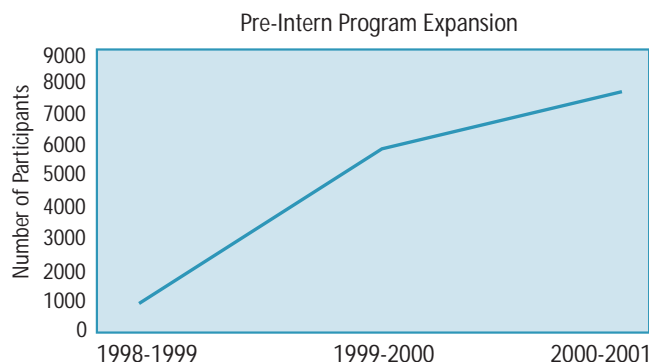
## Number of Participating Districts and Pre-Intern Teachers Served

The Pre-internship Program has expanded eight-fold since its inception. The Program served 957 pre-interns in the 1998-99 fiscal year. In 1999-2000 programs were funded to serve 5,800 pre-interns in 48 programs in more than 300 school districts. Nine new programs were added in 2000-2001 to serve a total of 7,694 pre-interns.

## Expansion of the Program in 2000-2001

The legislature has approved the Commission's request to link the funding between the Pre-internship and Internship Programs via SB 1666 (Alarcón, Chapter 70 of the statutes of 2000). This legislative measure will provide the Pre-intern Program with the flexibility to expand. The Commission anticipates the participation of 11,794 pre-interns by 2001-2002. While existing programs have an opportunity to expand the number of pre-interns they are serving, new Pre-intern Programs are encouraged. This expansion represents progress in the State's efforts to ensure a high quality teaching force for students in every school in California.

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## Pre-internship Programs by Region

### Region 1

Sacramento Valley and Northeastern California  
San Joaquin COE, Regional Lead Agency  
Northeastern California Consortium  
Placer County Office of Education  
Sacramento City Unified School District  
Sacramento County Office of Education  
San Joaquin County Office of Education  
Solano County Office of Education  
Stanislaus County Office of Education  
Yuba County Office of Education

### Region 2

Oakland-San Francisco Bay and Surrounding Areas  
Oakland USD; Santa Clara COE,  
Regional Lead Agencies  
Alameda County Office of Education  
Alum Rock Union School District  
Pre-Intern Program  
Cal State TEACH Pre-Intern Program  
Milpitas Unified School District Pre-Intern Program  
Oakland Unified School District Pre-Intern Program  
San Francisco Unified School District  
Pre-Intern Program  
San Mateo UHSD\*  
Santa Clara County Office of Education  
Santa Cruz County Office of Education  
Monterey County Office of Education  
Alisal Unified School District  
West Contra Costa USD

### Region 3

Central and Coastal California and  
Surrounding Areas  
Kern COE; Tulare COE, Regional Lead Agencies  
Bakersfield CSD\*  
Clovis Unified School District  
Fresno Unified School District  
Kern County Office of Education  
Kings County Office of Education  
Madera Unified School District  
Merced County Office of Education  
Tulare County Office of Education

### Region 4

Los Angeles, Ventura and Surrounding Areas  
Ventura COE, LACOE, Regional Lead Agencies  
Los Angeles Unified School District  
Montebello Unified School District  
Norwalk-La Mirada Unified School District  
Saugus USD \*  
Torrance Unified School District  
Ventura County Office of Education  
Pasadena USD

### Region 5

San Gabriel Valley and Inland Empire Areas  
Baldwin Park USD, Regional Lead Agency  
Antelope Valley Union High School District  
Azusa Unified School District  
Baldwin Park Unified School District  
Claremont Unified School District  
Fontana USD\*  
Lancaster School District  
Ontario-Montclair School District  
Palmdale School District  
Pomona Unified School District  
Riverside County Office of Education  
Walnut Valley

### Region 6

San Diego and Surrounding Areas  
Orange COE, Regional Lead Agency  
Anaheim UHSD\*  
Imperial County Office of Education  
Oceanside USD\*  
Orange County Office of Education  
San Diego City Schools

\* New Programs

# Commission Implements Bill to Streamline Credentialing for Out-of-State Teachers

Governor Davis has signed legislation that will make it much easier for teachers and administrators prepared in other states to obtain a California credential. Co-authored by Assemblyman Jack Scott (D-Pasadena) and Senator Jack O'Connell (D-Santa Barbara), AB 877 will allow California credentials to be awarded to teachers and administrators who have met equivalent requirements in another state. The measure was sponsored by the Commission on Teacher Credentialing.

AB 877 will make the recruitment and certification of teachers prepared in other states clearer, simpler and less expensive. Under this new law, credentialed teachers from other states will no longer have to complete duplicative credential requirements. California will no longer have to depend on the actions of other states and will be able to make its own determination of equivalence.

Before this new law, California would have to offer to enter into a reciprocity agreement with another state. Reciprocity was allowed only if all licensing standards met California's standards. Some states were unwilling to enter into these agreements or even send information for California to review. Under the new law, California can determine that some or most of the credential re-

quirements in teacher preparation, subject matter and reading are met. A teacher will only have to complete the particular requirement that has not already been met.

Out-of-state prepared educators will still have their fingerprints checked by the California Department of Justice and the Federal Bureau of Investigation and will need to pass the California Basic Educational Skills Test or

CBEST. The requirements for training in the use of computers and how to work with special education students in regular settings will be deemed met, as long as the teacher has completed comparable training in another state. For the first time, the Commission will have the authority to allow out of

state teachers prepared to work with English learners to receive a credential based on equivalency.

Under this new law school administrators who were prepared at an accredited college or university, and who have three years of successful experience, will qualify for a professional clear administrator credential. Administrators with less than three years of experience can obtain a clear administrator credential by completing a state-approved program of mentoring and support.

An urgency bill, AB 877 will go into effect immediately.

**Under this new law, credentialed teachers from other states will no longer have to complete duplicative credential requirements.**

## National Job Clearinghouse Links to CalTeach

Teachers in other states interested in job openings in California can log on to a national Web site and link directly to California's own recruitment clearinghouse – CalTeach. Recruiting New Teachers, Inc. is host to the National Teacher Recruitment Clearinghouse, designed to provide a "one-stop shop" to help meet the challenges of recruiting and placing a qualified teacher in every school classroom nationwide.

The Clearinghouse serves as a gateway to job banks that list openings for teachers. Start-up costs for the Clearinghouse were provided through a grant from the U.S. Department of Education. It also provides resources for certified teachers seeking jobs and for school districts seeking qualified teachers. In addition, the Clearinghouse provides resources for individuals interested in becoming teachers and offers school districts and states strategies for improving teacher recruitment and retention.

National Clearinghouse – HtmlResAnchor <http://www.recruitingteachers.org>  
CalTeach – HtmlResAnchor <http://www.calteach.com>

# Credential Counselors and Analysts of California Host Annual Conference

The Credential Counselors and Analysts of California (CCAC) held its annual conference in Sacramento October 10-13, 2000. The conference has grown tremendously over the twenty-two years of CCAC's existence. Year 2000 saw conference attendance increase to over 730 members representing universities, county offices of education and school districts throughout California. The conference theme was "A New Beginning" to signify the new millennium as well as a new conference location. After years of meeting at Sacramento's Holiday Inn, the conference outgrew the facility and moved to its new location, the Double Tree Hotel.

CCAC's purpose is to facilitate communication and disseminate information on the credentialing of school personnel. Credential counselors and analysts provide credential information and advice to teachers, students, administrators, faculty and the community. The organization has long played an important advisory role to the

Commission and serves as a valuable resource in keeping members up-to-date on new credential requirements and in training new credentialing staff in the field.

Outgoing president, Nancy Proclivo of CSU San Marcos, handed the leadership position over to incoming president Dr. Mel Hunt, of Saint Mary's College of California, and thanked him for his tremendous effort in organizing the conference. Over the four-day conference, more than seventy sessions and workshops were held including two special six-hour training sessions for new personnel and those with less than three years of experience. The need for continuing training for those new to credentialing was demonstrated by the 350 individuals who attended. Experienced individuals attended in-depth workshops on Waivers and Title II Reporting as well as an abundance of one-hour sessions. Session topics included the following:

- ❖ Certification Assignment
- ❖ Child Development Permits
- ❖ (Bilingual) Crosscultural, Language, and Academic Development Certification
- ❖ Credential Discipline
- ❖ Designated Subjects Credentials
- ❖ Exams
- ❖ Paraprofessional, Pre-Intern and Intern Programs
- ❖ Out-of-State Certification
- ❖ SB 2042 Draft Teacher Preparation Program Standards

Commission Chairperson during the year 2000, Torrie Norton addressed the opening session of the conference and expressed her respect for the valuable services provided by credential counselors and analysts. Dr. Sam Swofford, the Commission's Executive Director, also spoke during the opening session. Many of the sessions and workshops were presented by members of the Commission's staff who look forward each year to sharing their knowledge and to learning about credentialing in the field from CCAC members.



*Outgoing CCAC President Nancy Proclivo welcomes incoming President Dr. Mel Hunt*

# The Committee of Credentials: Protecting California Students

The Committee of Credentials is a seven-member committee appointed by the Commission on Teacher Credentialing to review all allegations of misconduct against a credential holder or applicant. Created by statute, the Committee meets monthly to determine whether probable cause exists for adverse action against a credential or whether applications should be granted or denied.

The Committee comprises a balance of long-standing and newly appointed members who volunteer their services on behalf of the children of California.

**Donald Donnelly** was appointed to the Committee of Credentials July 1, 1995, as a Public Representative. Mr. Donnelly is a retired teacher and resides in El Cajon, California.

**Mary Humphreys** was appointed to the Committee of Credentials July 1, 1991 as an Elementary Teacher Representative and serves as the Chair of the Committee. Ms. Humphreys is a Math teacher in the Buena Park School District and resides in Buena Park, California.

**John Hyma** was appointed to the Committee of Credentials July 1, 2000, as a Public Representative. Mr. Hyma

is a retired teacher and administrator and resides in Palm Desert, California.

**Steven Parke** was appointed to the Committee of Credentials July 1, 1997, as a School Board Representative. Mr. Parke serves as a member of the school board for the Del Norte County Unified School District and resides in Crescent City, California.

**Hank Richardson** was appointed to the Committee of Credentials September 1, 1999, as a School Administrator. Mr. Richardson is the Director of Personnel at the Hesperia Unified School District and resides in Hemet, California.

**Mary Williams** was appointed to the Committee of Credentials July 1, 1999, as a Public Representative. Dr. Williams is a professor in the School of Education at the University of San Diego and resides in San Diego, California.

**Sally Williams** was appointed to the Committee of Credentials October 6, 1995, as a Secondary Teacher Representative and serves as Vice Chair of the Committee. Ms. Williams is an English and Reading teacher in the Visalia Unified School District and resides in Visalia, California.

## CCTC Information Forms To Be Updated and Improved

At its November meeting, the Commission authorized staff to proceed with a \$100,000 contract with California State University, Chico Research Foundation to redesign the Commission's forms and informational pamphlets related to credentialing requirements. CSU, Chico is scheduled to redesign 114 informational leaflets, three professional growth manuals and three brochures; and to develop a new color brochure for out-of-state teacher recruitment. The new recruitment brochure will be available to recruiters for districts and county offices of education when they travel out-of-state to recruit teachers. The redesign process should be completed before July 2001 and will result in the clear and concise communication of credential requirements.

CSU, Chico will also create a half-hour video on the Commission's credential policies and procedures. The video can be used to train new personnel at school districts, county offices of education and institutions of higher education and will highlight the correct procedures for submitting credential applications to the Commission.

# Committee on Accreditation Implements Educator Accreditation Policies and Enforces Preparation Standards

In 1995, the Commission on Teacher Credentialing established the Committee on Accreditation (COA) to delegate to professional educators the responsibility of implementing the Commission's accreditation policies and enforcing the Commission's preparation standards. However, under SB 655 and the *Accreditation Framework*, the Commission still retains the exclusive authority and responsibility to adopt standards for educator preparation, and to make all other policy decisions that govern the system of professional accreditation in education in this state. Since the Committee's inception, the Commission has been enthusiastic about this innovation, which "breaks new ground" in relation to what 49 other states are doing to improve the performance of professional educators, and to elevate their stature.

The major responsibilities of the Committee on Accreditation are to:

- ❖ Make decisions about the professional accreditation of educator preparation in California colleges and universities.
- ❖ Make decisions about the initial accreditation of new programs of professional preparation in California institutions.
- ❖ Determine the comparability of standards submitted by applicants with those adopted by the Commission.
- ❖ Adopt procedural guidelines for accreditation reviews, and monitor the performance of accreditation teams and other aspects of the accreditation system.
- ❖ Present annual accreditation reports to the Commission and respond to accreditation issues and concerns that are referred to the Committee by the Commission.

The Commission appoints members of the Committee on Accreditation on the basis of their distinguished records of accomplishment in education. The twelve member committee consists of six members from post-secondary education institutions, and six certificated professionals in public schools, school districts, or county offices of education in California. In July, the Commission selected members to fill the vacant positions on the Committee.

New members of the COA from post-secondary institutions are: Fred Baker, Professor in the School of Education and Integrative Studies at California Polytechnic State University, Pomona; Irma Guzman-Wagner, Dean

of the College of Education at California State University, Stanislaus; Edward Kujawa, Dean of the School of Education at Dominican University of California; and Ruth Sandlin, Chair of Educational Psychology and Counseling in the College of Education at California State University, San Bernardino.

New COA members from the K-12 public education system are: Diane Doe, Teacher/Peer Assistance and Review, San Francisco Unified School District; Dennis Jory, Teacher and Beginning Teacher Support and Assessment/Peer Assistance and Review Consultant, Desert Sands Unified School District; and David Madrigal, Principal of John Muir Elementary School in the Antioch Unified School District.

Continuing members of the COA are: Anthony Avina, Superintendent of the Whittier Union High School District; Carol Barnes, Systemwide Associate Director of CalStateTEACH and Professor of Teacher Education at California State University, Fullerton; Kim Lindley, Director of Staff Development in the Capistrano Unified School District; Bonnie Maspero, Assistant Superintendent of the Lake Elsinore Unified School District; and Sue Teele, Director of Education Extension at the University of California, Riverside.

At its annual organization meeting, the COA elected Bonnie Maspero and Sue Teele to be Co-Chairs for the 2000-2001 year.

In July 2001, the Commission will be selecting members to fill the terms expiring as of that date. To be considered, prospective members must be nominated and submit a vita or resume of her/his professional qualifications, and a letter of recommendation. A Distinguished Nominating Panel screens the professional qualifications of each nominee, and recommends at least two highly qualified nominees for each vacant seat on the COA. These recommended nominees are "finalists" in the selection process. From the finalists, the Commission will fill three vacancies for post-secondary members of the COA and three vacancies for elementary and secondary members of the COA. Nominating material may be obtained by contacting the Accreditation Secretary, Professional Services Division, Commission on Teacher Credentialing.

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We have also committed ourselves to a constant review and improvement plan to meet better the needs of our several constituents. We have benefited from outside consultants who have helped us improve our internal operations and we have made substantial use of proven technologies to help us work smarter in all that we do. This, too, is an on-going challenge for the Commission.

But beyond all these programs and improvements and technologies lies, for me, the essential gift that makes this agency what it is today. And that is the professional dedication and personal commitment of all those who serve the Commission. From the Commissioners themselves, who devote hours and hours of time to the Commission, to the leaders and professional staff at the Commission, to the thousands of volunteers who serve on our committees and accreditation teams, and all our colleagues in state agencies and county offices and school

**As I leave the Commission after eight years of service including two as Vice-Chair and two years as Chair, I marvel at the kind of service so many people around the state have given to our work here at the Commission.**

districts around the state, all these people are the primary reason the Commission has been and will continue to be successful. I know that the new Chair, Alan Bersin and our new Vice-Chair Larry Madkins will enjoy the support and assistance from all these people that I enjoyed.

As is so often the case in life, it is the people I have come to admire

and care for during my years of service on the Commission that I will miss the most. It is these people who have enriched my life. It is these people to whom I extend my deepest appreciation and my most heart-felt wishes for a joyous and wonderful new year. Thank you to the six departing Commissioners for their dedication and good work. To those Commissioners in existing positions and to Commissioners soon to be appointed by the Governor, I give my support and good wishes – you have a legacy to carry on for the students of our state. Thank you for permitting me to be a small part of this great and important work we all do.

## California Commission on Teacher Credentialing Public Forums on the Preparation of School Administrators in California

All site and district office school administrators, professors of school administration and interested parties are invited to attend.

### **Fresno**

Wednesday, January 17, 2001—9:00 a.m.- 3:00 p.m.  
CSU Fresno  
5005 N. Maple Avenue  
Fresno, CA

### **San Diego**

Wednesday, January 23, 2001—9:00 a.m.- 3:00 p.m.  
Radisson Hotel, La Jolla  
3299 Holiday Court  
La Jolla, CA 92037

### **Los Angeles/Orange Co.**

Tuesday, February 6, 2001—9:00 a.m.- 3:00 p.m.  
CSU Fullerton Conference Center  
Fullerton, CA

### **Bay Area**

9:00 a.m.- 3:00 p.m.  
Date and site: to be determined

### Topics of Discussion Include:

- Recruitment/retention for site and district office administrative positions
- Induction process for school administrators
- Content of professional preparation programs for the Preliminary and Professional Clear credentials
- Structure of the Preliminary and Professional Clear Administrative credentials
- Licensing structure of the Preliminary and Professional Clear credentials
- Alternative program options

Watch for further details on the CTC Web page or contact: Dr. Jan Jones Wadsworth at (916) 323-6091 or [jjones-wadsworth@ctc.ca.gov](mailto:jjones-wadsworth@ctc.ca.gov)

The menu is contained in SB1666 (Alarcon), sponsored by Governor Davis and approved by the Legislature with bipartisan support. It includes unprecedented incentives to attract teachers: regional recruitment centers; an acceleration of the credentialing process for teachers already working in the classroom under emergency permits; improvements in teacher salaries and working conditions, and a campaign to raise the profile of teaching as a valued profession.

School districts with the greatest need for new, fully credentialed teachers will benefit with \$118.9 million in block grants, which can be used to pay for locally determined incentives such as housing assistance, signing bonuses or moving costs.

Let's take a look at a hypothetical example — ABC school in Fresno — to demonstrate how the approach might work under the incentives and programs enacted this year.

ABC has 743 students, an Academic Performance Index of 359, and a staff of 41 teachers. Thirty-five of its teachers are fully credentialed, one is an intern and five are on emergency permits. Next school year, the school must hire five new teachers due to staff turnover. As a low-performing school, ABC could reduce attrition and attract qualified veterans from high performing schools with a new state incentive that offers bonuses of \$30,000 to teachers who obtain National Board certification and agree to teach at a low-performing school for four years.

The school's API is in the third decile, and under the Teachers as a Priority (TAP) block grant program, schools in deciles 1-3 qualify for the highest level of assistance, around \$45 per student. School districts apply for funding under this program on behalf of the school, and it must be spent at the school site. This school's student population of 743 qualifies it for \$33,435 to sweeten the pot for prospective fully credentialed teachers. Divided among five new teachers, that could provide a \$6,687 signing bonus for each — about 20 percent of the average beginning teacher salary.

The school could also use the money to cover the moving expenses of a teacher recruited from another state or region, to provide mortgage or renters' assistance or to pay off the teachers' student loans. The school could put some or all of that money toward improving working conditions — anything from refurbishing a teachers'

lounge to providing cell phones, microwave ovens, laptops or a fund to decorate classrooms.

In addition, this school has one intern. The state will now provide \$5,000 for that intern to pay for additional classroom support, including teacher supervision and help with lesson plans as part of training toward a teaching credential.

The school also has five emergency permit teachers. New state funding will provide the school district money to train these teachers through a pre-intern program, cutting the time taken for them to earn a credential from five years to three years.

Recognizing that it will take active outreach, recruitment and marketing to find people to fill the vacancies in ABC school, the state has provided three new supports to its personnel offices. First, six new regional recruitment centers, one in the Central Valley, will open in January to partner with low-performing schools to recruit and place teachers. Second, schools with inefficient personnel systems will be given technical support from the Fiscal Crisis Management Assistance Team to improve their hiring processes. Third, a \$9.4 million advertising campaign, both at the neighborhood and statewide level, will work with the regional recruitment centers both to spread the message that California needs and values teachers, and send teaching candidates directly to schools with vacancies.

While the incentives directed to schools like ABC meet the immediate hiring needs for teachers, substantial new efforts are also underway to expand the pipeline of prospective teachers.

To encourage college graduates to earn their teaching credential, the state has vastly expanded its commitment to pay the cost of teacher preparation programs. These include:

- ❖ **The Governor's Teaching Fellowship Program** — competitive awards of \$20,000 for 1,000 candidates who complete their credential program.
- ❖ **Cal Grant T** — \$10 million to pay the cost of tuition and fees for up to 3,000 participants in teacher credentialing programs.

**The power of the state's new teacher recruitment efforts lies in their flexibility and multi-pronged, "menu" approach to addressing a variety of school district needs.**

- ❖ **APLE**— up to \$11,000 in student loan forgiveness for 6,500 candidates. In exchange for the state's investment in these programs, grant recipients must commit to teaching in a low-performing school for four years.

The state is providing incentives for local districts to attract beginning teachers from schools of education. At the same time, it is providing financial incentives to encourage retired teachers to return to the class-

room as support providers or full-time teachers. Returning retirees can now earn their full teacher salary and collect full retirement benefits at the same time, without penalty.

Now is the time for schools and school districts to plan how they will take advantage of these substantial new resources. Call now to one of the agencies listed below to find out more about the state's teacher recruitment initiatives.

#### **Teacher Recruitment Initiative Program (TRIP)**

##### **Michael Carlson**

Deputy Superintendent  
Sacramento County Office of Education  
916-228-2500  
mcarlson@scoe.net

#### **Teaching As a Priority Block Grants**

##### **Robert Cervantes**

Manager, Academic Support  
California Department of Education  
916-323-6127  
rcervant@cde.ca.gov

#### **National Board Certification**

##### **Jody McCarthy**

Education Program Consultant  
California Department of Education  
916-323-5595  
jmccarthy@cde.ca.gov

#### **CalTeach**

##### **Nancy Brownell**

Director  
CSU, Institute for Education Reform  
916-278-4600  
nbrownell@calstate.edu

#### **Intern/Pre-Intern Program**

##### **Michael McKibbin**

Administrator, Teacher Development  
California Commission on Teacher Credentialing  
916-445-4438  
mmckibbin@ctc.ca.gov

#### **Governor's Teaching Fellowship Program**

##### **Ellen Curtis-Pierce**

Director  
Governor's Teaching Fellowship Program  
California State University  
Office of the Chancellor  
562-951-4750  
ecurtis-pierce@calstate.edu

#### **Retired Teachers' Incentives**

##### **Sherry Reser**

Lead Information Officer  
State Teachers' Retirement System  
916-229-3258  
sreser@calstrs.ca.gov

# Commission Now Accepting Applications for Membership on the Committee of Credentials

The Commission has announced vacancies for a public representative and an elementary teacher on the Committee of Credentials, effective July 1, 2001. Applications can be found on the Commission's website at <http://www.ctc.ca.gov> and must be postmarked no later than the final filing date of April 6, 2001. Applicants are subject to the following requirements: Public Representative: No person who is or has been employed in a certificated position in the public schools or who is or has been a member of any governing board of a school district or county board of education within the five years immediately prior to the date of appointment shall be appointed as a public member. Elementary Teacher: The teacher must be a certified classroom teacher in the public elementary schools with not less than five years' classroom experience.

The selection procedure will consist of an initial review of applications for selection of candidates to be interviewed by the CCTC Executive Committee. Interviews will be conducted in June, 2001. In addition to evaluation of an applicant's abilities as demonstrated by qual-

ity and breadth of experience, emphasis in the interview will be on the evaluation of each applicant's knowledge of: community standards of behavior as applied to certificated public school employees; community standards toward public school education; circumstances and conditions under which certificated persons are employed; and parliamentary procedure. Applicants should demonstrate an ability: to analyze, appraise, and apply sound judgment regarding allegations of misconduct and unfitness to teach; conduct and participate in fair and impartial hearings; maintain a fair and impartial attitude without bias or prejudice; communicate effectively, establish and maintain cooperative working relationships with other Committee members and staff; and demonstrate sensitivity to the rights and concerns of the public, the teacher profession, school employers and persons charged with misconduct.

Applicants must be able to attend monthly Committee of Credentials meetings in Sacramento which last a minimum of 3-4 days.

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CONTINUED FROM PAGE 6

## Pre-interns Rate the Importance of the Program

In rating their Pre-intern program, participants gave the highest marks to the coaching and support from an experienced teacher provided by the program. The second most powerful components of the program are reported as assistance with learning to teach and increased subject matter knowledge.

## Regional Networks

To provide support and information during expansion, the Commission has formed Pre-intern Regional Networks throughout California. The regional networks are designed to build local capacity by creating a structure that allows each region to offer support and assistance activities that are regionally appropriate. The regions and regional lead agencies were selected in July 2000 from existing Pre-intern Programs to provide more direct support to local programs to accommodate for program expansion. Regional Consultants perform their responsibilities in collaboration with Commission staff.

## Contacting the Commission

### Electronic Mail

Certification Questions  
Waiver Questions

[credentials@ctc.ca.gov](mailto:credentials@ctc.ca.gov)  
[waivers@ctc.ca.gov](mailto:waivers@ctc.ca.gov)

### Web Site

<http://www.ctc.ca.gov>

### Information Services

Toll-free number  
Within 916 Area Code

(888) 921-2682  
445-7254

### California Commission on Teacher Credentialing

1900 Capitol Avenue  
Sacramento, CA 95814



# The California Commission on Teacher Credentialing

Bersin, Alan  
*Administrator*

Boquiren, Chellyn  
*Teacher*

Blowers, Melodie  
*School Board Member*

Ellner, Carolyn  
*Faculty Member*

Harvey, Scott  
*Public Representative*

Johnson, Elaine C.  
*Public Representative*

Katzman, Carol  
*Office of Superintendent  
of Public Instruction*

Lee, Helen  
*Public Representative*

Madkins, Lawrence  
*Teacher*

Miner, Doris  
*School Counselor*

Norton, Torrie  
*Teacher*

Veneman, Jane  
*Teacher*

Zarenda, Nancy  
*Teacher*

## Ex-Officio Members Representing

Bartell, Carol  
*Association of Independent  
California Colleges and  
Universities*

Graybill, Elizabeth  
*Postsecondary Education  
Commission*

Justus, Joyce  
*Regents, University of  
California*

Wilson, Bill  
*California State University*

## California Commission on Teacher Credentialing Meeting Schedule 2000-2001

February 7-8	Sacramento, Commission Office
March 7-8	Sacramento, Commission Office
April 12	Sacramento, Commission Office
May 2-3	Sacramento, Commission Office
June 6-7	Sacramento, Commission Office
July 11-12	Sacramento, Commission Office
August	No Meeting
September 5-6	Sacramento, Commission Office
October 3-4	Sacramento, Commission Office
November 7-8	Sacramento, Commission Office
December 5-6	Sacramento, Commission Office



1900 Capitol Avenue  
Sacramento, CA 95814-4213

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The California Commission on Teacher Credentialing Newsletter is an official publication of the California Commission on Teacher Credentialing. Persons seeking further information about the items discussed in this newsletter or concerning other activities of the Commission should send their inquiries to the California Commission on Teacher Credentialing, 1900 Capitol Avenue, Sacramento, CA 95814-4213. Telephone inquiries regarding this newsletter may be made to Marilyn Errett at (916) 322-0737.

All inquiries to the Division of Professional Practices should be mailed to 1900 Capitol Avenue, Sacramento, CA 95814-4213, or you may contact that division directly at (916) 445-0243.